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GUIDANCE DATA FOR PROGRAM ASSIGNMENT IN THE WARREN CITY SCHOOLS.

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THIS GUIDE FOR REGULAR CLASSROOM TEACHERS IN WARREN CITY, OHIO, DESCRIBES CRITERIA FOR PLACEMENT IN VARIOUS EDUCATIONAL PROGRAMS. THREE LEVELS OF PROGRAMS ARE OFFERED FOR PRIMARY AND UPPER ELEMENTARY GRADES AND FIVE LEVELS FOR JUNIOR AND SENIOR HIGH SCHOOL GRADES. DETERMINATIONS ARE BASED ON MENTAL ABILITY, TEST SCORES, PERFORMANCE ON STANDARD ACHIEVEMENT TESTS, MARKS, AND TEACHER'S ESTIMATE OF THE PUPIL. DETAILED CRITERIA FOR PLACEMENT IN EACH PROGRAM ARE OUTLINED. SAMPLE GUIDANCE FORMS WITH DIRECTIONS AND PARENT NOTIFICATION FORMS ARE PRESENTED. (JW)

1-19-67-17

Warren City Schools
Warren, Ohio

Distribute to -
REGULAR
All Teachers

Office of the Superintendent

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

ADMINISTRATIVE STAFF BULLETIN

O - 1

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GUIDANCE DATA FOR PROGRAM ASSIGNMENT IN THE WARREN CITY SCHOOLS

(Administrative Staff Bulletin N-4, Revised)

The Challenge of Individual Differences

The democratic commitment requires that the Warren City Schools provide for the fullest possible development of all pupils in terms of their ascertainable potentialities, needs, and interests. This means the recognition of and the provision for the individual differences in pupils; differences not only among pupils but differences within each pupil as well. The single, rigid curriculum which was accepted as applicable to all pupils has given way to multiple educational programs which attempt to meet the needs, interests, and abilities of all pupils. By both broadening and deepening learning experiences, the multiple educational programs not only provide varied experiences at any one level, but challenge the most capable learner without placing unrealistic demands upon the less able pupil. It is this philosophy of providing for individual differences for all pupils that has led to the development of different educational programs and the guidance procedures necessary to enable pupils to best profit from their school experiences.

Various methods of selection of pupils for different educational programs are widely practiced. Factors such as intelligence quotient, mental age, chronological age, achievement and the like, are often used for selecting the pupils. But whatever the basis used, two factors have a most important bearing on the success in placing pupils in educational programs:

1. It must be recognized that what teachers do in adapting content and method to different educational programs determines largely how effective the provision will be in meeting the needs of pupils in terms of increased learning and attainment of goals. To design educational programs to meet individual differences without making modifications in the methods and materials used with these programs is not likely to result in any advantage. Of necessity this means that the curriculum for multiple educational programs should be designed to meet the needs of the fast learner, the average learner, and the slower learner with each learner given the opportunity to develop to his fullest potential.

2. In any scheme of differentiated educational programs there should be provision for the adjustment of individual pupils from one educational

program to another. No pupil should feel that he is finally and permanently attached to a particular educational program. The able pupil must demonstrate his ability to stay in an educational program designed for faster learning pupils, while the slower learning pupil should always be made to feel that he can change his status by doing better work. Such flexibility, providing for reassignment of pupils whenever necessary, should also provide excellent motivation for pupils at all levels in all educational programs.

Identification and Classification of Pupils

In order to place pupils in educational programs designed to adequately meet their needs, it is necessary to have an array of facts about each pupil in order to distinguish him as an individual. These facts about the pupil include a wide variety of such factors as physical development, social background, mental characteristics, educational achievement, interests and special talents. Not all these facts about the pupil can be reduced to objective measures; but there are four types of guidance data which can be reduced to objective measures. These can be used to make much better than chance appraisals of the pupil's ability to succeed in school work. These four types of guidance data are:

1. Scores on mental ability tests. This measure represents the potential ability of the pupil--the educational level he is expected to reach. It is given in terms of percentile rank, intelligence grade placement, and intelligence quotient.

2. Scores on standardized achievement tests. This measure represents the abilities of the pupil IN USE. Therefore, it is important as an index to represent strengths and weaknesses of the pupil in his basic educational tools. Scores are given in terms of percentile rank or grade level for reading, language, and arithmetic.

3. Marks in school subjects. This measure again represents abilities IN USE and is important in guidance because it is more than a simple rating of achievement; it is also a reflection of the pupil's personality as it affects others--vivaciousness, motivation, cooperativeness, talkativeness, and the like. Grades contain elements related to success that are not measured by tests.

4. Estimation of pupil by teacher from classroom observation. Over a period of years teachers become acquainted with many pupils. From this backlog of experience in behavior observation the teacher can often estimate, with a surprising degree of accuracy, the pupil's ability, attitude, and motivation. The teacher's knowledge of grade standards, how the pupil rates with regard to his seatwork, oral work, written work, group activities, manual activities, work habits, ability to verbalize and generalize, are all resolved by the teacher to a common denominator in estimating the ability of the pupil in relation to classroom achievement. From this estimation the teacher makes a recommendation for the placement of the pupil in one of three educational programs in the elementary school:

Educational Programs in the Elementary School

(1) DEPTH ENRICHMENT PROGRAM - Designed for the fast pupil who has superior ability; excellent work habits and attitudes; maintains a superior standard of performance on tests; attacks, organizes, and completes new tasks with a high degree of independence; uses references and materials on own initiative and is able to apply findings to class work; and consistently achieves above grade level standards.

Enrichment involves the ability to achieve a broader understanding of regular studies on both a horizontal and vertical level but the major emphasis in the elementary educational program should be on horizontal enrichment. It emphasizes enriched learnings directly related to the regular program for any one grade.

(2) REGULAR PROGRAM - Designed for the pupil who has average to above average ability; satisfactory work habits and attitudes; maintains fair to good standards of performance on tests; completes daily assignments with fair to above average mastery of skills; attacks, organizes, and completes tasks with a fair to good degree of independence; uses reference and materials and is able to apply findings to class work; and meets minimum to above average grade level standards.

(3) SLOW PROGRAM - Designed for the below average pupil who has below average ability, poor work habits, and whose achievement is below grade level standards. Factors such as limited ability make it impossible for this pupil to reach the grade standard.

These three educational programs may be visualized as follows:

(1) REGULAR GRADE LEVEL PROGRAM | DEPTH ENRICHMENT (16% of elementary school population)

(2) REGULAR GRADE LEVEL PROGRAM (68% of elementary school population)

(3) SLOW PROGRAM (16% of elementary school population)

Critical Periods in the Pupil's Elementary Career

The critical periods in the pupil's elementary career fall at the end of the first, third, and sixth grades. It is at these times that the physical and maturational development of the pupil changes as well as the educational program. These changes present educational and placement problems for the school. Because of this, when considering the pupil's promotion from these grades, his potential ability and school record must be evaluated to assure the placement of the pupil in an educational program best suited to his individual needs, ability, and interests.

Four types of guidance data are used by the teacher for the recommended placement of pupils in one of three types of educational programs offered in the elementary schools:

1. Scores on mental ability tests
2. Scores on standardized achievement tests
3. Marks in school subjects
4. Estimate of pupil by teacher from classroom observation

Guidance Data for Program Assignment in Grades One Through Five (See Form 274)

The form, "Guidance Data for Program Assignment in the Elementary School - Grades One Through Five," Form 274, will be requisitioned from stock. This form is to be completed by the teacher at the end of the year and sent to the principal's office. Specific directions for the completion of this form are as follows:

Guidance Data Items 2 and 3. The teacher will be furnished with class lists provided by the Department of Pupil Personnel Services.

Item 2 - Mental Ability. Metropolitan Reading Readiness Test for grade one. The classification used for this test is roughly equivalent to a group test of mental ability. The Percentile Rank for Total Score will be entered on Guidance Data Form. If the pupil has been given the Revised Stanford-Binet the I.Q. from this test should be used.

For Grade Three - the teacher will enter on the Guidance Data Form the stanine or percentile rank from the group mental ability test used for that grade. The 2d, 4th, and 5th grade teachers will use score from the above tests or more recent tests, if available.

Item 3 - Achievement. The first grade teacher will use the percentile rank given for the standardized achievement test in Reading given for that grade.

The third grade teacher will enter on the Guidance Data Form the stanine or the percentile rank for the standardized achievement test in Reading given for that grade. The 2d, 4th, and 5th grade teacher will use scores from the above tests or scores from more recent tests, if available.

Item 4 - Final Marks. The teacher will place on the Guidance Form the final marks for four academic subjects: Reading, Language, Arithmetic, and Spelling. The marks will be totaled according to the following values:

A = 4
B = 3
C = 2
D = 1
F = 0

GUIDANCE DATA FOR PROGRAM ASSIGNMENT IN THE ELEMENTARY SCHOOL

(Grades One Through Five)

WARREN CITY SCHOOLS
Warren, Ohio

School Year _____

Elementary School _____ Teacher _____

1	2	3	4						5	6
PUPIL'S NAME (alphabetically)	Ability Test Stanine or Percentile	Achievement Test Stanine or Grade Eq't (Reading)	ACADEMIC SUBJECTS						Recommendation for Placement in Educational Program	Placement in Educational Program by Principal
			Reading	Language	Arithmetic	Spelling	Total	Average		

For example, a pupil received the following final marks: "B" for Reading, "C" for Language, "B" for Arithmetic, and "C" for Spelling.

Entered on the Guidance Data Form under Academic Subjects would be: Reading - 3, Language - 2, Arithmetic - 3, and Spelling - 2.

The Guidance Data Form asks for a Total and an Average. The Total for the above example is 10. This would be entered in the Total Column. To obtain the Average, this number (10) is divided by 4 and carried to one decimal or 2.5 which would be entered in the Average Column.

For the convenience of the teacher, the following table gives the average for all numbers from 1 to 16:

Total	Average	Total	Average	Total	Average	Total	Average
16	4.0	12	3.0	8	2.0	4	1.0
15	3.7	11	2.7	7	1.7	3	.7
14	3.5	10	2.5	6	1.5	2	.5
13	3.2	9	2.2	5	1.2	1	.2

Item 5 - Recommendation for Placement in Educational Program. The first through fifth grade teachers will classify each pupil and then make a recommendation for the placement of the pupil in a Depth Enrichment, Regular, or Slow educational program. This recommendation will be placed on the Guidance Data Form under the column, "Recommendation for Placement in Educational Program."

Four criteria will be considered in placing a pupil in an elementary educational program. Two of the four criteria are scores made on group tests; the third is a minimal grade point average; and the fourth is the sending teacher's judgment. The guidance data needed and the requirements needed for each educational program are listed below as an aid to both teacher and principal in determining the educational program to which a pupil will be assigned. To be recommended for placement in an educational program the pupil must meet at least three of the four criteria.

EDUCATIONAL PROGRAM	GUIDANCE DATA	SOURCE
Depth Enrichment	(1) 116 I.Q. or above Stanine 7, 8, or 9	Metropolitan Reading Readiness California Mental Maturity Stanford-Binet
	(2) Stanine 7, 8, or 9	Standardized Achievement Test, Reading
	(3) 2.5 or above average marks	Average marks for academic subjects (Reading, Language, Arithmetic, and Spelling)
	(4) Teacher Estimate	Recommendation of Depth Enrichment by teacher based on estimation of ability, achievement, and motivation

EDUCATIONAL PROGRAM	GUIDANCE DATA	SOURCE
Regular Program	(1) 90-115 I.Q. Stanine 4 - 7	Metropolitan Reading Readiness California Mental Maturity Stanford-Binet
	(2) Stanines 4 - 7	Standardized Achievement Test, Reading
	(3) 1.5 - 2.4 average marks	Average marks for academic subjects (Reading, Language, Arithmetic, and Spelling)
	(4) Teacher Estimate	Recommendation of Regular Program by teacher based on estimation of ability, achievement, and motivation
Slow Program	(1) 89 or below I.Q. Stanines 1 - 3	Metropolitan Reading Readiness California Mental Maturity Stanford-Binet
	(2) Stanines 1 - 3	Standardized Achievement Test, Reading
	(3) 1.4 or below average marks	Average marks for academic subjects (Reading, Language, Arithmetic, and Spelling)
	(4) Teacher Estimate	Recommendation of Slow Program by teacher based on estimation of ability, achievement, and motivation

The last column (6), "Placement in Educational Program by Principal," is to be used by the principal of the school for final placement of the pupil in one of the three educational programs offered in the elementary school.

At the End of the Sixth Grade

This is the most critical time in the pupil's educational career. The pupil changes from a self-contained classroom with one teacher, to a departmentalized plan in the secondary schools with many teachers. It is at this time that the educational program changes from three to five separate and distinct programs.

The pupil's entire elementary record should be reviewed at this time using the four types of guidance data as the criteria: (1) the ability of the pupil, (2) his record on standardized achievement tests, (3) his marks in school subjects, and (4) the estimation of the pupil from classroom observation. This will assure as valid a placement as possible in one of the five educational programs in the junior high school. The elementary principal and the sixth grade teacher will share the responsibility for the recommendation of the type of educational program for each pupil entering a junior high from his elementary school.

Guidance Data for Educational Program Assignment in the Seventh Grade (See Form 275)

The form, "Guidance Data for Educational Program Assignment in the Seventh Grade," Form 275, will be requisitioned from stock. This form is to be completed by the sixth grade teacher at the end of the second nine-week period and sent to the principal's office.

GUIDANCE DATA FOR EL CATIONAL PROGRAM ASSIGNMENT N THE SEVENTH GRADE

(Grade 6)

WARREN CITY SCHOOLS
Warren, Ohio

School Year _____

Elementary School _____ Junior High School _____

1	2	3	4		5	6	7	8
PUPIL'S NAME (alphabetically)	ADDRESS	Total Stanine on C.M.M.	Achievement Test Stanine		Acad. Subjects Total Pr. Av.	Ed'l Program Recom'dation	Ed'l Program Placement	Individual Test Scores, Dates, and 6th Grade Teacher's Comments
			Read.	Arith.				

Because the Cumulative Record Folder for sixth grade pupils does not reach the junior high school until June, it is necessary for the junior high school principal to receive advance guidance data for each sixth grade pupil entering seventh grade. This guidance data will be used to organize the seventh grade and to place pupils in the proper Educational Program.

Specific Directions for Completing Guidance Form

In the blank provided, at the top of the sheet write the School Year, Elementary School, and the name of the Junior High School. On the sheet, include only pupils who will go to that junior high school.

Columns 1 and 2 - These can be filled in from the sixth grade teacher's register.

Column 3 - Information is obtained from the class lists given for group test of Mental Ability given to sixth grade pupils. Record the Stanine or Percentile Rank for Total Score.

Column 4 - Information is obtained from the class lists given for the Standardized Achievement Test Battery given to sixth grade pupils. Record the Stanine or Percentile for the Reading and Arithmetic Tests.

Column 5 - "Academic Total Point Average" is based on information from the sixth grade teacher's grade book. The teacher will furnish on the Guidance Data Form provided, a point average of the marks for the first and second nine-week periods for four academic subjects: Reading, English, Arithmetic, and Social Studies. The marks will be totaled according to the following values:

A = 4
B = 3
C = 2
D = 1
F = 0

For example, a pupil received the following marks in Reading: "A" for the first nine weeks, "B" for the second nine weeks. This would total 7. This would be repeated for English, Arithmetic, and Social Studies.

The Guidance Data Form asks for a Total Point Average of the four academic subjects. This is obtained in the following manner: a pupil who received marks totaling 7 for the two grading periods in Reading, 8 for English, 7 for Arithmetic, and 8 for Social Studies, would have a total of 30.

To obtain the "Average," this number (30) is divided by 8 and carried to one decimal point, which in this case would be a 3.7. This number would be entered in the "Total Point Average" (Column 5).

For the convenience of the teacher, the following table will give the average for all numbers from 1 to 32.

TABLE I - AVERAGES FOR TOTALS FROM 1 TO 32

Total	Average	Total	Average	Total	Average	Total	Average
32	4.0	24	3.0	16	2.0	8	1.0
31	3.8	23	2.8	15	1.8	7	.8
30	3.7	22	2.7	14	1.7	6	.7
29	3.6	21	2.6	13	1.6	5	.6
28	3.5	20	2.5	12	1.5	4	.5
27	3.3	19	2.3	11	1.3	3	.3
26	3.2	18	2.2	10	1.2	2	.2
25	3.1	17	2.1	9	1.1	1	.1

Column 6 - "Educational Program Recommendation" is based on the teacher's appraisal of the pupil considering all factors. The Guidance Data Sheet asks for a recommendation for one of the five educational programs offered in the junior high school.

Four criteria will be considered in placing a pupil in an educational program. Two of the four criteria are scores made on group tests; the third is a grade point average in academic subjects, and the fourth is the sending teacher's judgment. To be placed in an educational program, a pupil must meet at least three of the four criteria.

The guidance data needed and the requirements needed for each Educational Program are listed below as an aid to both the teacher and principal in determining the Educational Program to which each pupil will be assigned in junior high school.

EDUCATIONAL PROGRAM	GUIDANCE DATA	SOURCE
Accelerated Science and Mathematics Program	(1) 121 I.Q. and above Stanines 8 - 9	Group Test of Mental Ability Stanford-Binet
	(2) Stanines 8 - 9 *8.1 G.L. or above in Reading 7.8 G.L. or above in Arith.	Achievement test scores for Reading and Arithmetic
	(3) 3.0 - 4.0 average marks	Average marks for academic subjects (Reading, English, Arithmetic, Social Studies)
	(4) Teacher Estimate	Recommendation of program by 6th grade teacher based on ability, motivation, and achievement in science and mathematics

*Beginning 6th grade norms

EDUCATIONAL PROGRAM		GUIDANCE DATA	SOURCE
TRACK I Program	(1)	116-121 I.Q. Stanines 7 - 8	Group Test of Mental Ability Stanford-Binet
	(2)	Stanines 7 - 8 *7.5 G.L. or above in Reading 7.2 G.L. or above in Arith.	Achievement test scores for Reading and Arithmetic
	(3)	2.5-4.0 average marks	Average marks for academic subjects (Reading, English, Arithmetic, and Social Studies)
	(4)	Teacher Estimate	Recommendation of Track I by 6th grade teacher based on ability, achievement, and motivation
TRACK II Program	(1)	90-115 I.Q. Stanines 4 - 7	Group Test of Mental Ability Stanford-Binet
	(2)	Stanines 4 - 7 *5.0 G.L. or above, Reading and Arithmetic	Achievement test scores for Reading and Arithmetic
	(3)	2.0-3.4 average marks	Average marks for academic subjects (Reading, English, Arithmetic, and Social Studies)
	(4)	Teacher Estimate	Recommendation of Track II by teacher based on ability, achievement, and motivation
TRACK III Program	(1)	80-89 I.Q. Stanine 3	Group Test of Mental Ability Stanford-Binet
	(2)	Stanine 3 *4.9 G.L. or less in Reading and Arithmetic	Achievement test scores for Reading and Arithmetic
	(3)	.5-1.9 average marks	Average marks for academic subjects (Reading, English, Arithmetic, and Social Studies)
	(4)	Teacher Estimate	Recommendation of Track III by teacher based on ability, achievement, and motivation
Occupational Program	(1)	80 I.Q. or less Stanines 1 - 2	Group Test of Mental Ability Stanford-Binet
	(2)	*Below 4.1 G.L. for Reading and Arithmetic Stanines 1 - 2	Achievement test scores for Reading and Arithmetic
	(3)	Under .5 average marks or academic subject subscript	Average marks for academic subjects (Reading, English, Arithmetic, and Social Studies)
	(4)	Teacher Estimate	Recommendation of Occupational Program by teacher based on ability, achievement, and motivation

*Beginning 6th grade norms

The sixth grade teacher will classify each pupil for recommendation into one of the five educational programs and write the name of the program in Column 6 which is labeled, "Educational Program Recommendation."

Column 7 - "Educational Program Placement," should be left blank by the sixth grade teacher. This column will be filled in by the Junior High School with the actual Educational Program placement.

Column 8 - "6th Grade Teacher's Comment," should be filled out whenever there is a pertinent comment to be made about a student. Such comments would include reasons why a particular Educational Program is recommended when the criteria does not show or support it, pertinent individual test results such as Stanford-Binet or Wechsler.

Another use of this column would be to list information helpful to the junior high teacher such as speech problems, physical handicaps. If so, state the type of handicap: "Poor hearing, must be seated left-side front of the room."

Especially helpful would be actual grade level when it differs from grade placement. Such comments would be: "Reads at third grade level," etc.

Summary of Directions

1. (Column 3) - Stanine or Total Percentile on Group Test of Mental Ability.
2. (Column 4) - Reading and Arithmetic Stanine or Percentile Rank from Achievement Test Battery.
3. (Column 5) - Total Point Average - average of the first three grading periods in Reading, English, Arithmetic, and Social Studies.
4. (Column 6) - Educational Program Recommendation by 6th Grade Teacher.
5. (Column 7) - Educational Program Placement by Junior High School Principal and Counselor.
6. (Column 8) - Sixth Grade Teacher's Comments. Any information about the pupil that would be of value to the junior high school.

Parent Counseling - Sixth Grade

Once the pupils are screened the parents and pupils will be advised of the findings and recommendations. Pupils nominated for one of the five programs, but especially the Accelerated Science and Mathematics Programs and the Occupational Program, will be strongly advised to follow the school's recommendations. Counseling with the parents for these programs will not be the responsibility of the sixth grade teacher.

The following will be the policy regarding Parent Counseling of Sixth Grade Pupils who are recommended for placement in one of the five educational programs in the seventh grade:

I. No general parent counseling sessions will be planned for pupils recommended for Tracks I, II, and III. If the parents request information about these programs, the principal will arrange a conference with the parents to explain the program.

II. Because of the major change in program that the Accelerated Science and Mathematics, and the Occupational Class Programs involve, the parents should be counseled concerning these programs:

A. ACCELERATED SCIENCE AND MATHEMATICS PROGRAMS

1. The elementary principal will notify by letter the parents of pupils nominated for this program.

2. The letter will briefly explain the program and invite the parents to an evening meeting to be held at the junior high school where the pupil would normally attend. At this meeting the program will be explained and the parents will be given an opportunity to ask questions. The elementary and junior high school principals will meet to both plan and arrange for this meeting.

3. A form for the parents to sign stating that they approve the placement of their child in the Accelerated Science or Mathematics Program will be prepared. This completed form will be sent by the elementary school principal to the principal of the junior high school where the pupil will be enrolled.

4. Type of form suggested for PARENT'S SIGNATURE:
(Schools to provide their own forms)

To the Superintendent of Schools:

This will certify that I wish _____ to be assigned to the ACCELERATED SCIENCE AND MATHEMATICS EDUCATION PROGRAM in the Junior High School.

_____
Parent's Signature

(This form, when signed, will be sent to the principal of the Junior High School where the pupil will attend.)

5. Type of letter suggested to INVITE PARENTS to a meeting at the junior high school where the pupil will attend for the purpose of explaining the Accelerated Science and Mathematics Program:
(Schools to provide their own forms)

Dear _____:

The Warren City Schools have taken a forward step in providing an educational program for the talented students in Science and Mathematics.

A special Accelerated Program has been designed in Science and Mathematics which will be more enriched in content and the sequence speeded up thus allowing an extra year in Science and Mathematics in the twelfth grade.

We are most happy to inform you that _____ has been selected for this program.

A meeting has been planned to explain this program in detail to you. The meeting is scheduled at _____ Junior High School on the ____ of _____ at 7:30 p.m.

We urge both parents to attend. Please complete the form below and return it immediately to our school.

Sincerely yours,

_____
Principal

(Form continued on next page)

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Dear Mr. _____:

_____ I WILL attend the meeting.

_____ I CANNOT attend the meeting, but will contact the school and arrange for a conference.

_____
Parent

_____
Date

---

6. Students recommended by their science teacher to the principal and meeting the criteria for the Accelerated Science Program at the end of the eighth grade, may be admitted to Accelerated Biology in the 9th grade if they successfully complete ("C" or above) 9th grade Science in summer school.

   Students recommended by their mathematics teacher to the principal and meeting the criteria for the Accelerated Mathematics Program at the end of the 8th grade, may be admitted to Algebra II in the 9th grade if they successfully complete Algebra I ("C" or above) in summer school.

   The same procedure for orienting 6th grade students and parents to Accelerated Programs in the 7th grade shall be followed in either of the above programs. This includes the requirement that parents sign consent forms.

B. OCCUPATIONAL CLASS PROGRAM

1. This program is designed to provide for slower learning pupils who, by the end of the sixth grade, can no longer profit from elementary school instruction and who are unable to succeed in a Track III Program in junior high school.

2. After the sixth grade teacher has screened the pupils and recommended an Occupational Class placement for the pupil, the principal will check the screening according to the following criteria:

   (1) Determining Eligibility for and Placement in Market High School

   For a pupil to be eligible for Market High School, he must meet the following criteria:

   a. On an individual intelligence test he must earn an I.Q. of 80 or below.

b. The pupil must be one year overage for his grade (13 on or before December 1) when he enters 7th grade.

c. The pupil must be recommended for the Occupational Program by the Office of the Pupil Personnel Services.

In addition to meeting all of the above requirements, the pupil should also:

a. Have a reading level below mid-fourth grade.

b. Have failing grades (or subscripts) in reading.

c. Be recommended for the Occupational Program by the elementary school principal.

(2) Procedures for Screening Pupils for Market High School

a. All pupils who score at the first or second stanine on the group intelligence test and the group reading test must be referred to the Office of Pupil Personnel Services for testing.

b. Pupils who may have scored higher than the second stanine but who, the teacher and principal feel, will be unable to do passing work in junior high school may be referred.

c. Fill out a referral sheet for each pupil meeting the above criteria, describing his actual reading level as well as a description of his attitudes and work habits.

After signing this referral sheet, the principal will send it to the Director of Pupil Personnel Services.

3. Procedures to be Followed When a Pupil Is Found Eligible for Market High School:

(1) After receiving notification from the Office of Pupil Personnel Services that a pupil is to be sent to Market High School, the elementary principal arranges a conference with the parent. The purpose of this conference is to explain the Occupational Program and to have the parent sign an "acknowledgment slip."

Type of form suggested for PARENT'S SIGNATURE:

(Form on next page)

(Schools to provide their own forms)

Name of Elementary School

Date _____

To the Superintendent of Schools:

This is to acknowledge that the Market High School Program has been explained to me, and I understand that _____ is being assigned to Market High School. (Pupil's Name)

_____
Parent's Signature

This form, when signed by the parent, will be sent to the Office of Pupil Personnel Services.

4. In the event that a parent will not sign the "acknowledgment slip," the principal should put the reason at the bottom of the slip and send to the Office of Pupil Personnel Services.

5. In the event a parent needs more explanation, the principal should arrange a conference with the parent and the Director of Pupil Personnel Services.

6. Cumulative Record Folders for the pupils assigned to Market High School will be sent to the Office of Pupil Personnel Services and not to the Junior High School.

Continuous Counseling for a Flexible Program

Once pupils have been assigned to one of the five educational programs in grade seven, a continuous evaluation of their progress and adjustment will need to continue. It is impossible to accurately predict at the end of grade six the aptitude which all pupils will display for mathematics or science or the other educational programs in grades seven to twelve. For this reason, the teachers and counselors will need to work closely together to guide individuals from course to course as their needs and their aptitudes emerge. The educational programs are so planned that at every level pupils may be transferred from one program to another with a minimum of inconvenience to themselves and to the staff. Obviously, it is somewhat easier to transfer from the Accelerated Mathematics or Science Programs to Track I and II, or from Track I to the Accelerated. These transfers should be made at the end of the first six-weeks grading period. The following examples illustrate this point:

1. Pupils who are seriously misplaced in the Accelerated Programs may be transferred to the Track I or even Track II Program. The reverse could also happen: Track II to Track I, or Track I to Accelerated. New enrollers may be placed in the Accelerated Program if their previous school and ability records indicate that they have the necessary background for the program.

2. A pupil who completes a year in the Accelerated Program, but who lacks the aptitude or interest in higher courses, may transfer back to the Regular Program in mathematics or science. Both the parents and the pupils should be informed of the policies governing credit for the partial completion of the Accelerated Science or Mathematics Programs. If the pupil transfers back to the regular science or mathematics programs, the following will apply:

ACCELERATED MATHEMATICS PROGRAM

Pupil Successfully Completes:	Pupil Will Receive:
a. 7th grade Accelerated Mathematics	Credit for 7th & 8th grade Arithmetic
b. 8th grade Algebra I and does not enroll in any further higher mathematics	1/2 credit for Algebra I
c. 8th grade Algebra I. This will not satisfy college entrance requirements or the prerequisite for enrolling in Plane Geometry in the 10th grade	Full credit for 9th grade Algebra I by enrolling and successfully passing the 2d semester of Algebra I in the 9th grade
d. 8th grade Algebra I and 1st semester of Algebra II in 9th grade	Full credit for Algebra I in 9th grade
e. 8th grade Algebra I and 9th grade Algebra II	1½ credit of higher mathematics (1 credit for Algebra I and ½ credit for Algebra II)

ACCELERATED SCIENCE PROGRAM

Pupil Successfully Completes:	Pupil Will Receive:
a. 7th grade Science	Pupil will enroll in Regular 8th grade Science the second semester of the 8th grade, and will receive credit for 7th and 8th grade General Science
b. 7th and 8th grade Science	Credit for 7th, 8th, and 9th grade General Science. (The final mark for 8th grade Accelerated Science will also be used for the final grade in 9th grade General Science.)
c. 7th and 8th grade Accelerated Science and 9th grade Biology	Credit for 9th grade General Science and 10th grade Biology

WSG: gk

The educational programs offered in the Warren City Schools that are designed to provide for individual differences may be visualized as follows:

EDUCATIONAL PROGRAMS THAT PROVIDE FOR INDIVIDUAL DIFFERENCES